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## ***Resilience and Academic Burnout in High School Students at Dayah (Islamic Dormitory School System in Aceh)***

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### **Abstract:**

*This study aims to look at the relationship between resilience and academic burnout in high school students public at Dayah (Islamic Dormitory School System). This study uses a quantitative method with a correlational approach. Data collection uses a Likert scale model that was compiled aspects of resilience according to Reivich and Shatte (2002) and academic burnout based on the aspects of Schaufeli et al (2002). The sample used amounted to 149 students with the sampling method using a purposive sampling technique. Data analysis used the Spearman's Rho technique. The results of this study show that there is a negative relationship between resilience and academic burnout with a correlation value ( $r$ ) = -0.323 with a significance value ( $P < 0.000$ ). It can be concluded that one of the factors that can effect academic burnout is resilience. Resilience has a role in influencing a person's academic burnout. So the higher the level of resilience received, the lower the academic burnout in students, conversely the lower the resilience, the higher the academic burnout in students. It is recommended for students to further enhance or optimize resilient attitudes in order to be better able to deal with academic challenges, to remain calmer, to better control the pressure that arises in the mind, to be more optimistic, to be able to improve in identifying the causes of the problems encountered, to increase empathy, to be confident in one's own abilities, and to be better able to recover from any difficulties that occur so that they can have a more effective strategies to overcome learning fatigue.*

**Keywords:** *Resilience, Academic Burnout, Students, Islamic School System*

### **1. Introduction**

The education system in Indonesia is diverse, where the education system that has its own characteristics is Islamic Dormitory School System or Islamic boarding school education (Sabil and Diantoro, 2021) . Different in Java which is usually known as Islamic boarding school while in Aceh

it is usually known as *dayah* (Muslim, 2016). Broadly speaking, the Islamic boarding school education system can be classified into two, namely traditional Islamic boarding school (Salafi) and integrated Islamic boarding school (Khalaf) which is now called modern. Traditional Islamic boarding school is a system that maintains the teaching of classical Islamic books as the core of education in Islamic boarding schools, while modern Islamic boarding schools are an education system that tries to fully integrate the traditional system and the formal school system such as *madrasah* (Sahibudin, 2017).

One of the Islamic boarding school education that has adopted the integrated Islamic boarding school model is *Dayah Darul Yaqin*, *Dayah Darul Yaqin* is an Islamic educational institution based on the scientific discipline of the Salafiyah Islamic boarding school and now has formal education like the integrated Islamic boarding school model, namely in the morning attending formal education, namely school and in the afternoon or evening studying classical books or usually name is *kitab*, so that the students of *Dayah Darul Yaqin* have two roles at once, namely as students study at morning and students study at night.

Learning in *dayah* often involves students in long study hours and many subjects, including some that are demanding such as the length of study hours each day, the number of subjects that are large and difficult, so that it can inhibit the brain's ability to receive information optimally and can cause students to experience learning saturation ( Academic Burnout ) and some students even experience discomfort that results in them being forced to leave *dayah* or Islamic boarding schools (Ambarwati, 2020). In early adolescence, it is undeniable that academic burnout can occur at school, especially adolescents who take the academic path have been shown to experience more fatigue than in vocational schools (Salmela et al, 2009).

Schaufeli et al., (2002) stated that academic burnout is a form of fatigue that arises due to academic demands, so that individuals have a cynical attitude towards tasks and feelings of incompetence as students. Schaufeli et al. (2002) formulated three aspects, namely: (1) Exhaustion , (2) Cynicism , (3) Reduce professional efficac . Maslach , Schaufeli & Leiter (2001) stated that there are two factors that are the main causes of academic burnout , namely the first situational factor and the second individual factor, one of which is the individual's attitude towards work, meaning that individual involvement in work is needed, where involvement will refer to enthusiasm and will have

high resilience.

The ability to overcome learning difficulties to become stronger is considered as having good resilience, resilience has been found to have an impact on learning experiences, academic performance, course completion and professional practice (Elbarbary et al., 2023). According to Reivich and Shatte (2002) as stated in their book " The Resiliency Factor " explains that resilience is the ability to survive, adapt to pressure, and problems in life. Resilience is not only about survival, but also about the ability to grow and develop through challenging experiences. Reivich and Shatte (2002), describe seven aspects of resilience, namely: (1) Emotion Regulation, (2) Impulse Control, (3) Optimism, (4) Causal Analysis, (5) Empathy, (6) Self-efficacy, (7) Reaching out.

This is in accordance with the research results of Maylani and Kusdiyati, (2021) which stated that the higher the resilience a person receives, the lower the academic burnout in that person. The hypothesis in this study is that  $H_a$  is accepted and  $H_o$  is rejected, that resilience has a negative relationship with academic burnout, meaning that the higher the level of resilience of students in high school students, the lower the academic burnout they have.

## **2. Method**

The research method used in this study is to use a quantitative research approach with a correlational approach. The sample of this study was 149 students. The sampling method in the study used the nonprobability sampling method with a purposive sampling technique. The purposive sampling technique is a sampling determination technique with certain considerations (Sugiyono, 2019). The characteristics of the sample used in this study were male/female students at Dayah Darul Yaqin who attended junior high school (SMP) and who attended high school (SMA) then aged 12-18 years. The data collection method in this study used the Psychological Scale, the scale used in this study was a Likert scale model with 4 alternative answer choices, namely SS (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree) (Sugiyono, 2013).

Data analysis in this study used the Spearman rho correlation analysis technique with the help of SPSS version 25. This data analysis technique aims to determine whether or not there is a relationship between resilience and academic burnout in high school students at Dayah. Descriptive data in the study are based on the results of hypothetical data tests and empirical data, namely data

that occurs in the field.

### 3. Result

Furthermore, the researcher conducted an assumption test, namely the normality and linearity test. The normality test was conducted using the one sample kolmogorov-smirnov test through the SPSS version 25 program. The results of the normality test on the academic burnout variable and the resilience variable are as follows.

**Table 4.1**  
**Normality Test Results**

Variables	sig value	Information
Academic Burnout	0.200	Normal
Resilience	0,000	Abnormal

Source: Primary Data processed by SPSS 25

Based on the normality test conducted on research data of 149 students in public schools, it shows that the academic burnout scale is 0.200 ( $p > 0.05$ ) and the resilience scale is 0.000 ( $p < 0.05$ ). So it can be concluded that the academic burnout data population is normally distributed and the resilience data is not normally distributed. So for hypothesis testing, Spearman-Rho's correlation analysis can be used which does not require normally distributed data (Priyatno, 2011).

Based on the results of the linearity test conducted on 149 research samples, the following results were obtained.

**Table 4.2**  
**Linearity Test Results**

Variables	Linearity F	Linearity Sig	Information
Academic Burnout	Linearity 11,868	0.001	Linear
Resilience			

Source: Primary data processed by SPSS 25

Based on the results of the linearity test from the table above, it is known that the significance value of the study of 149 samples obtained a result of 0.000. This proves that the significance value of the data from the study is less than 0.05, so it can be concluded that the academic burnout variable with resilience in this study has a linear or straight relationship.

The results of the hypothesis test between the resilience variables and academic burnout conducted on high school students at Dayah as the table below.

**Table 4.3**  
**Spearman Rho's Correlation Test Results**

<b>Variables</b>	<b>Spearman Rho's</b>	<b>Significance</b>	<b>Information</b>
Resilience	-0.323**	0,000	here is a Relationship
Academic Burnout	-0.323**	0,000	

Source: processed by SPSS 25

Based on the results above, it is known that the Spearman rho correlation value with a correlation level of -0.323. The magnitude of the correlation that occurs between the resilience variable and academic burnout is -0.323 with a sig. (2-tailed) figure of 0.000 which is smaller than 0.05, so it can be concluded that there is a significant relationship between the two variables, namely resilience and academic burnout ( $0.000 < 0.05$ ). Where the higher the resilience, the lower the academic burnout in high school students, and vice versa, the lower resilience of students the higher the academic burnout of students at dayah ((Islamic Dormitory School System), so that the proposed hypothesis is accepted.

#### 4. Discussion

Based on the research results obtained from 149 students attending public schools, it shows a significant negative relationship between resilience and academic burnout . This can be seen from the correlation coefficient value of the Spearman rho's technique between the independent variable and the dependent variable with a coefficient ( $r$ ) = -0.323 with a significance of  $p < 0.000$ . This means that the lower the resilience, the higher the academic burnout in high school students at Dayah. Likewise, the higher the resilience, the lower the academic burnout in high school students at Dayah.

The results of this study are in line with the results of research conducted by Simatupang & Simarmata (2024) states that resilience has a significant influence on the academic burnout variable , where through resilience one can face pressure during learning, in addition, with resilience one can change challenges into useful opportunities to develop oneself, because aspects of resilience will make individuals able to control themselves to remain calm even when facing various difficulties

and continue to strive to achieve their academic goals.

Then Simatupang & Simarmata (2024) continued, resilience ability is closely related when individuals face situations that cause stress to burnout during learning. The cause of academic burnout or learning boredom experienced by students is usually always busy with various activities that often exceed the maximum time for learning, students are required to wake up at dawn and study until night so that it can become saturated (Ambarwati, 2020) .

In line with the results of other studies conducted by Maylani & Kusdiyati (2020), resilience has a negative effect on academic burnout, where the lower the resilience, the higher the academic burnout, and vice versa, the higher the resilience, the lower the academic burnout . When you have a high level of resilience, you will be able to provide protection from various problems in maintaining academic performance.

The students were able to survive and adapt in the face of difficulties and strict rules of the Islamic boarding school because one of them had resilience, where resilience is an important element in educational welfare that can help students recover from difficulties and challenges (Nadliroh et al., 2023). In addition, resilience can also play a role in improving the psychological and physical conditions of individuals where the main skill needed to develop resilience is the ability to regulate emotions (Santi et al., 2022) .

In line with the research of Salsabila et al. (2023) which states that resilience shows a negative role in academic burnout and has a low role of 10.1% while the other 89.9% comes from other factors. Based on Hobfoll's research (1989), other factors that can influence academic burnout are not only resilience but can include self-efficacy , self-esteem , optimism, motivation, and support from parents, teachers and peers. In addition, the research of Parviainen et al., (2021) shows that the symptoms of burnout that occur in students are due to psychological well-being , academic skills , and gender.

## **5. Summary**

Based on the results of the hypothesis testing described in the previous chapter, it can be concluded that there is a significant negative relationship between resilience and academic burnout.

This means that the lower the resilience of high school students at dayah, the higher the academic burnout, and vice versa, the higher the resilience of high school students at dayah.

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